

Santa Clara University
EDUC284: Introduction to Teaching of Reading
Fall 2007

Instructor: Josephine Mong
M.A. Interdisciplinary Education-Reading Emphasis
California State Certified K-12 Reading Language Arts Specialist

Location: O'Connor 201

Office Hours: Wednesdays after class

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Please feel free to contact me via email for clarification of assignments and/or any other needs you may have pertaining to this course.

Disability Accommodation Policy:

To request academic accommodations for a disability, students must contact Disability Resources located in the Drahmman Center in Benson, room 214, (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

Required Texts:

Tompkins, G. E. (2006). *Literacy for the 21st Century* (4th ed.). New Jersey: Merrill Prentice Hall.

Zerillo, James. (2005). *Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment* (2nd ed.). New Jersey: Prentice Hall.

Recommended Reading:

California Dept. of Education Press. (August 8, 2001) *Recommended literature: Kindergarten through grade twelve*. www.cde.ca.gov/ci/literature

RICA-Reading Instruction Competence Assessment website www.rica.nesinc.com

Course Description:

This course enables students to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction. Students will learn how to adapt instruction to meet the needs of individuals based on cultural, linguistic, and experiential differences; the nature of reading difficulties; and principles of assessment and diagnosis.

Course Objectives:

The student will:

1. build an understanding of the reading process and learning to read;
2. develop a concept of reading as an active, meaning-seeking process;
3. develop an understanding of the reading process as an interaction between reader and text;
4. learn the predominant methodologies, current organizational procedures, skill development, metacognitive, and comprehension strategies from emergent literacy stages through the most advanced stages of mature reading behavior;
5. learn strategies for adapting instruction and materials to fit the needs of individual pupils based on continual, multiple means of formal and informal assessment;
6. develop an increased awareness of factors influencing motivation and success in reading including the value of storytelling and reading aloud to children of all ages;
7. learn to integrate strategies across all content areas incorporating reading, listening, speaking, writing, viewing and representing visually.
8. help pupils experience the satisfaction of learning from text and to understand that reading is both for learning and for pleasure; and
9. develop a sense of evolving as a teacher through collaboration with students – growing and learning with them.

Final Grading Computation:

1. Letter grades will be determined for each assignment based on percentages (pts. Earned divided by total pts.)
2. Letter grades will be assigned values from 1.0 – 4.0; each value will be multiplied by the grading weight distribution.
3. Your final grade will be based on the following 4.0 scale:

A	4.0 (94-100%)	C+	2.3 (77-79%)
A-	3.7 (90-93%)	C	2.0 (73-76%)
B+	3.3 (87-89%)	C-	1.7 (70-72%)
B	3.0 (83-86%)	D+	1.3 (67-69%)
B-	2.7 (80-82%)	D	1.0 (63-66%)

Course Requirements

Please adhere to due dates so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege and lose one letter grade for each day following the due date. If you are ill, ask a “study partner” to turn in your homework assignment on time. You should also ask your study partner to take notes for you when you are not in class; you are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.

1. Class Attendance and Participation

100 points 10%

Attendance is critical to your understanding of course material. **Participation** points are earned through attention to and participation in group activities and commenting on and proving examples pertinent to the lectures. (Note: Participation points can be lost in the case of tardiness in excess of 10 minutes and any behavior which prevents others from participating fully. We will meet 10 times; you will earn 5 attendance points and 5 participation points for each of our 10 meetings.

2. Oral Reading of a Book And Poem: Variable Due Dates

50 points 10%

Each of you will be asked to find a quality book from the world of children’s or young adult literature to share orally (10 minutes maximum, please) with the class. In addition, find and share a complementary poem that connects well with the theme, plot, characterization, or setting of the book you have chosen. In 1-2 typed pages, cite both sources (poem and book), copy the poem, and explain how you could incorporate both within any content area. Please make enough copies for each person in class. You will be graded on the relevance and originality of your choices (10pts.), on the adequacy of your annotation (20pts.), and on your ability to present the pieces effectively – with expression and an unequivocal enthusiasm and/or respect for the literature you have selected (20pts.). You will choose a date for your oral reading.

3. Observation of a Reading Lesson: Due Oct 31

100 points 20%

You will need to set up an observation of an elementary reading lesson (1 hour minimum) with a teacher in your field placemen. In a 2-page summary, describe specifically the strengths and areas of improvements of the lesson you observed based on what you have learned this quarter and on your knowledge of teaching and children. I don’t want you to summarize what you observed; I want to see that you are able to identify the strengths and areas of improvement.

4. Phonics or Vocabulary Lesson & Presentation: Due Nov 14

50 points 20%

Using a piece of children’s literature, create a phonics or vocabulary lesson based on the context of the story. You may use the same book as the oral reading assignment or you may pick a new book for this assignment. The phonics and vocabulary lesson has to be grade-level appropriate. A phonics lesson has to support the development of phonemic awareness.

5. Reading and Writing Unit Plan and Presentation: Due December 5

150 points 30%

In collaboration with one or two partners, create a complete unit with 3 to 5 days of lessons using a grade level piece of literature. You will follow the Reading Process Model from the text and create activities, strategies, and enrichment tied specifically to the context of the story. Please include: grade level, standard(s), objectives, rationale, materials, vocabulary, reading, and comprehension activities. One extensive writing activity must also be included in the plan. Think about and include ideas on how will you differentiate the strategies and activities for advanced and struggling learners? Again, you may use the same book in the phonics or vocabulary lesson assignment.

6. Self Assessment: Due Dec 5

50 points 10%

Write a two-page, typed, double-spaced (font 10-12) paper evaluating and detailing what you learned as a result of participating in Basic Reading Instruction. Be specific, but do not simply summarize lecture notes or your final project. This is all about your thoughts of what you learned. What did you learn about assessing a child’s reading strengths and weaknesses? Incorporating literature throughout the curriculum? The assignments? What did you learn about teaching in general? What did you learn about yourself?

Tentative Course Schedule

Sept 19	Introduction: Syllabus Theories: Principles of Effective Reading Programs	
Sept 26	Reading and Writing Processes; RICA	Tompkins Ch.4 RICA Ch. 3,5,6
Oct 3	Alphabetic Code Phonemic Awareness	Tompkins Ch. 3, 5 RICA Ch. 3, 4
Oct 10	Young Readers & Writers Vocabulary	Tompkins Ch. 6 RICA Ch. 12, 13
Oct 17	Word Knowledge RICA	Tompkins Ch. 7-8 RICA Ch. 7, 8
Oct 24	Comprehension	Tompkins Ch. 9 RICA Ch. 1, 10, 11
Oct 31	Assessment Reading Lesson Observation Due	Tompkins Ch. 10,11 RICA Ch. 2, 14
Nov 7	Basals: Focus Units RICA case studies	Tompkins Ch.12, 13
Nov 14	Literature Circles Reading & Writing workshop Phonics and Vocabulary Lesson & Presentation Due	Tompkins Ch. 14 RICA CH. 9
Nov 21	Happy Thanksgiving	
Nov 28	Content Areas Reading	Tompkins Compendium
Dec 5	Reading and Writing Unit Plan & Presentation Due Self-Assessment Due	